



# Collingbourne CE Primary: Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Collingbourne CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024-2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	Harriet Phillips
Pupil premium lead	Harriet Phillips
Governor / Trustee lead	Mr Alan Mitchell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,690

# Part A: Pupil premium strategy plan

## Statement of intent

At Collingbourne CE Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

At Collingbourne, we want all pupils to feel part of the school community and have access to high quality teaching and resources, regardless of their background. We want our disadvantaged pupils to achieve as well as their peers in English and maths and have sufficient support in the form of high-quality teaching and interventions to get them there. We want our disadvantaged pupils to be offered the same extra-curricular experiences as non-disadvantaged pupils and for their well-being to be at the heart of any strategies employed.

### Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers, including those pupils who are already achieving or have the potential to achieve GDS.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

### Achieving the Objectives

We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting the pupil premium lead, governors and staff when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

We focus on approaches that:

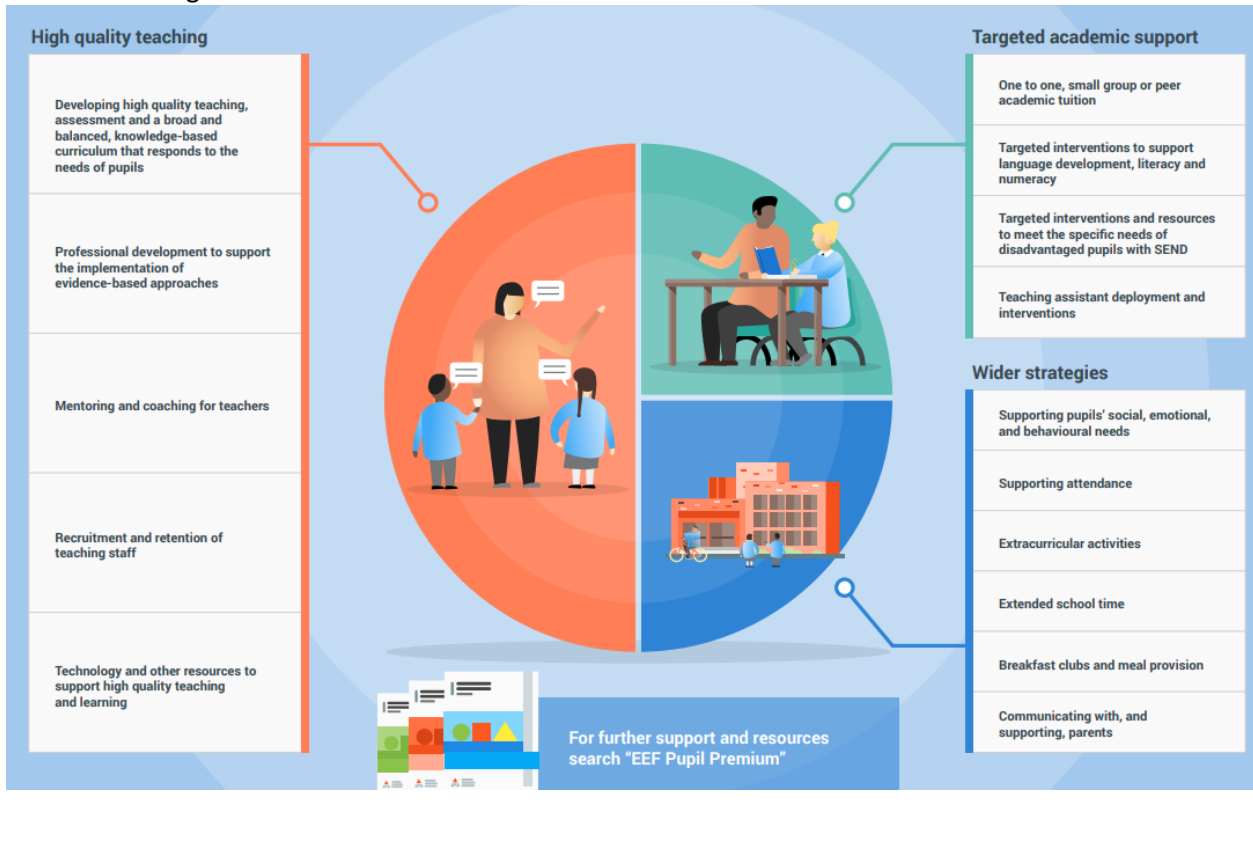
- Promote quality first teaching and benefit all pupils, but especially those from disadvantaged backgrounds.
- Are individually tailored to the strengths and needs of each pupil.
- Are consistent but also flexible and responsive.
- Are evidence-based.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Support pupil transition through the stages of education (e.g. from primary to secondary).

- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil’s awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We operate a tiered approach to PPG spending to ensure spending is both balanced and focused.

Spending priorities are as follows:

- 1: High quality Teaching
- 2: Targeted academic support
- 3: Wider strategies



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Please note that our percentage of disadvantaged pupils is very small and therefore it is challenging to establish generic patterns of challenge across the group.

*\*This data is based on a very small number of pupils and therefore may be statistically insignificant.*

Challenge number	Detail of challenge
1 Attendance	Our attendance data has shown that the attendance of our disadvantaged children has been lower than for non-disadvantaged
2 Outcomes	Assessments indicate that our Disadvantaged pupils are not attaining as well as their peers 50% of PP pupils (2 children) achieved ARE or above in reading in July '23 compared to 75% of 'all' pupils. 50% of PP pupils achieved ARE or above in writing in July '23, compared to 50% of 'all' pupils. 0% of PP pupils achieved ARE or above in maths in July '23, compared to 58% of 'all' pupils 50% of PP pupils achieved GDS in reading
3 Vocabulary gap	Early Reading and Vocabulary Knowledge. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4 Impact of COVID 19	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
5 Enrichment opportunities	Our observations of and conversations with our disadvantaged pupils indicate that they have less opportunities beyond school and therefore have a reduced cultural capital, this impacts negatively on their ability to retain new knowledge

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To sustain improved attendance of disadvantaged pupils	To close the gap and sustain good attendance between whole school attendance and our disadvantaged pupils.
To improve attainment in reading, writing and maths for all our learners especially our disadvantaged learners	Standards across the school in reading, writing and maths have raised and the gap between disadvantaged and non-disadvantaged pupils has narrowed.
Improved oral language skills and vocabulary amongst pupils who are disadvantaged that leads to improved writing attainment	Higher percentages of disadvantaged learners will be achieving ARE or above in writing as a result of improved understanding of vocabulary
Disadvantaged pupils have better self esteem and well-being.	Pupil surveys indicate that pupils feel happier in the school environment.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Leader QFT training and cover</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

<i>Forest School Teacher</i>	Pupils learn how to take risks, developing their own self-esteem and friendships, as confidence. <a href="http://forestschoolltraining.co.uk">The Benefits of Forest School (forestschoolltraining.co.uk)</a>	1, 2, 3, 4, 5
<i>TA support/interventions</i>	The EEF toolkit shows that teaching assistant intervention have a moderate impact and add on average +4 months. <a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
<i>Oral language/vocabulary intervention and whole school approaches through CPD from the 'I CAN' charity.</i>	EEF Toolkit suggests that oral language interventions can give an average impact of +6 months. According to the 'I CAN' charity: Across the UK, <b>one in ten</b> children are struggling to speak and understand language right now. This increases to <b>one in four</b> for those children living in disadvantaged areas of the UK. <a href="http://icancharity.org.uk">ICAN CHARITY</a> <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
<i>Staff CPD on attachment and related challenges.</i>	The NFA cite: "Regular <b>training and support</b> to ensure carers can reflect on a child's behaviour with reference to their needs rather than react immediately to their behaviour. Any professionals who are asked to care for or work with looked after children should have basic but specific training."	1, 2, 3, 4, 5
<i>Improve the quality of Social and Emotional Learning.</i>	Improved Social and emotional skills lead to improved academic outcomes at school and later life. <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional intervention for small groups and 1:1 provided by TAs</i>	EEF toolkit suggests that small group tuition gives an average impact of +4 months and one to one tuition, an impact of +5 months. <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
<i>Additional Key Stage 2 Teaching assistants for afternoon intervention</i>	EEF toolkit suggests that small group tuition gives an average impact of +4 months and one to one tuition, an impact of +5 months. <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
<i>Assessment tool for Mathematics</i>	Purchase of Sandwell to ensure gaps in Maths are addressed,	1, 2, 3, 4, 5

DBS checks	In order to provide opportunities	1, 2, 3, 4, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improved school attendance- School attendance meetings and regular attendance reviews</i>	Children who attend school regularly improve grades at GCSEs <a href="https://www.gov.uk">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a> <a href="https://www.cloudfront.net/d2tic4wvo1iusb/Attendance-REA-report.pdf">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2,3,4,5
<i>Insight assessment tracker</i>	To best meet the needs of our disadvantaged pupils we need to analyse data and track progress efficiently <a href="https://www.educationendowmentfoundation.org.uk">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
<i>Breakfast club</i>	Additional opportunities for children to develop relationships with significant adults <a href="https://www.educationendowmentfoundation.org.uk">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 5
<i>Yoga/Art Therapy</i>	EEF Toolkit states that arts participation has a moderate impact (+3 months) and social and emotional learning makes a difference of +4 months. Sessions also include structured vocabulary and social interaction phrases/behaviours. <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
<i>Music tuition</i>	EEF Toolkit states that arts participation has a moderate impact (+3 months). <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £ 8,690**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **2022/23**

Improving standards in reading, writing and maths remain a focus for our disadvantaged children. Small numbers of disadvantaged learners mean that data is not significant and each child has to be taken on an individual basis. Individualised programmes data have shown improvements for individuals taking part but will remain a priority in 2023/24 to enable rapid improvement for each pupil and therefore the disadvantaged pupil group as a whole.

Curriculum and Quality First Teaching have been a focus for 2022/23 and will continue into 2023/24.

Forest School was a success and all children in all year groups participated. Case studies evidence that children have found Forest Schools skills beneficial to both academic and emotional/social health and well-being.

Children's vocabulary development has been rapid on starting school. Speech and Language interventions have been initialised for individuals who require it.

Attendance data has shown an improvement with our disadvantaged children's attendance now higher than that of non- Disadvantaged, 2023/24 will focus on sustaining this outcome

#### **2023/24**

Improving standards in reading, writing and maths remain a focus for our disadvantaged children. Small numbers of disadvantaged learners mean that data is not significant and each child has to be taken on an individual basis. Individualised programmes data have shown improvements for individuals taking part but will remain a priority in 2024/25 to enable rapid improvement for each pupil and therefore the disadvantaged pupil group as a whole.

Writing is a key focus for 24/25. We are part of the Wiltshire Improving writing project to improve outcomes for all

Curriculum and Quality First Teaching have been a focus for 2023/24 Staff have identified key knowledge and skills alongside vocabulary to support the teaching of sticky knowledge.

Forest School was a success and all children in all year groups participated. Case studies evidence that children have found Forest Schools skills beneficial to both academic and emotional/social health and well-being.

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### **2024/25**

Disadvantaged learners attendance is sustaining a higher % than non DL in our school, with Service premium children even higher For academic year 24/25 Non DL- 95.3%, DL- 96.3% and Service children 98.1%

The targeted use of Pupil Premium funding has successfully improved attainment in reading, writing and mathematics, particularly for disadvantaged pupils, resulting in improved outcomes and reduced gaps, including 5 DL recognised with SEND

Disadvantaged pupils demonstrated improved oral language skills and an expanded vocabulary, contributing to stronger writing attainment. This remains a whole school focus as there is still improvement to be made.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding**

*For schools that receive this funding, you may wish to provide the following information:*

**How our service pupil premium allocation was spent last academic year**

Dedicated Leadership time for the Service Lead to work with newly instated Service Family Teaching Assistant and Service Governor.

Service Family Teaching assistant (Champion) appointed and trained.

Service Family Teaching Assistant (Champion) providing opportunities for Service Family children to build relationships with her and other children in similar circumstances to them through Enrichment group work.

Access to ELSA programme for children with deployed parent or in need of pastoral support.

TA support in-class focussing on service children requiring additional emotional and pastoral support, 'listening ears' or encouragement to persevere.

Staff actively engage in conversation with service children to support emotional development.

Weekly circle time in every class to develop children's emotional literacy

A review of our behaviour for learning policy in 22/23 focus on emotional literacy and children understanding their feelings and others and the impact of their behaviour on others- strong foundations for emotional development and self-awareness

Teaching Assistants meet with class teacher every week outside of the school day, ensuring that service children are discussed and will have the correct emotional support at the most important times.

### **The impact of that spending on service pupil premium eligible pupils**

Service families feel supported and their voice has been heard to make improvements to their offer.

Service children are building strong relationships with each other and our Service Family Champion enabling high quality pastoral support.

Service children are academically achieving well because they feel happy, safe and secure.

Service children's attendance at school is good.

Deployment package in place for families experiencing this

Individual family support when family member deployed

Engagement with the Festival of Friends initiative